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Team teaching has been used for 4 years in the 10th-grade English classes at Upper Arlington High School near Columbus, Ohio. Units are prepared, presented, and evaluated by teachers working together voluntarily. A 6-day American literature unit introducing Romanticism has been particularly successful. The contrasts between Neoclassicism and Romanticism are illustrated through recordings of music and slides of paintings, sculpture, and architecture, as well as lectures. The unit culminates in the showing of a film on the Cathedral at Chartres. In addition to regular classroom discussion, both large lectures in the auditorium and closed circuit television are used. This kind of introductory unit places literature in the proper artistic and historical contexts and increases student understanding and retention through the use of visual materials. The pooling of the knowledge of a number of teachers improves the quality of information taught to students, and allows a teacher to concentrate on one particular part of a unit. (DL)

TEAM TEACHING AT UPPER ARLINGTON SCHOOL

By R. Annette Jackson

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For the past three or four years, the teachers of tenth-grade English at Upper Arlington Senior High School have been participating in more and more team-teaching projects. I think it very important to comment that the approach was not, "Let's do some team teaching," followed by, "What can we try it in?" Rather, we have been working in an unusual milieu in which we like and admire each other personally and professionally and in which the sharing of ideas and materials and the discussion of successes, failures, methods and techniques are daily affairs. The English X classrooms are adjacent, so that conferring requires no special meeting time--much can be done between classes as well as before and after school. No one is forced to participate in a unit unless he wants to--sometimes all the teachers are involved, sometimes as few as two.

Upper Arlington offers American literature at the tenth-grade level, using the historical approach. Since our summer reading is discussed at the beginning of the year, and since that material (short stories and two novels) lends itself to an overview, some of us began the year with a summary of the literary periods. At this time, we gave the first of our team-teaching units a two-day presentation on literature as an art form and on the importance of literature in our lives. This unit was based on a film called You the Beholder, which talks about the responsibilities of the viewer to a work of art. We have also had short units on Puritanism and on Julius Caesar. But our big effort for the year was a six-day unit on Romanticism. The pattern for all these units has been,

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in general, the same: in-class preparation, group presentation, followed by in-class discussion, and testing.

Five years ago, John Neff, one of our teachers, began offering to his own classes a unit on Romanticism to prepare the students for studying the Romantic writers. In this unit, he made use of the arts--painting, music, sculpture, and architecture--to establish a series of contrasts between Classic and Romantic expression. He feels that by contrast the distinctive qualities of each concept become more apparent. Three years ago he asked whether any of the rest of us would be interested in sharing the unit with him. Another teacher and I said, "Yes." Since then, each year more of the teachers have participated until this year all were involved. (There are seven teachers of English X.) Each time the unit is presented, it is expanded and improved--this year we experimented with some video taping.

The unit per se took six class days--some of the teachers spent more time in preparation and follow-up than others. Of course, these six days were just the jumping-off place for the study of the Romantic short story writers, philosophers, and poets. The unit is our frame of reference for weeks of work with the literature.

On a Thursday, the students were given three mimeographed sheets of material on Neo-classicism. We had been discussing the literature of the Revolution, so that on Friday it was not a hard job to talk about Neo-classicism, especially in relation to the writing of Benjamin Franklin

and Thomas Jefferson. Also on Friday, the students were given an "empty" mimeographed outline to help them in taking notes on the three following days.

On Monday, via closed-circuit television,(Note: The closed-circuit television apparatus was in use on an experimental basis; hence other meetings were held in the Little Theatre.) Mr. Neff presented to the students in their classrooms a brief review of the literary periods; the historical and etymological background of the word <u>romantic</u>; and the characteristics of Romanticism, contrasting them with those of Classicism, and illustrating them with music and slides of paintings.

On Tuesday, the students reported to the Little Theater where Mr. Neff continued the presentation with home music and slides of paintings, sculpture, and architecture, again contrasting Romantic with Classic. On Wednesday, again in the Little Theater, we presented the Britannica film on Chartres Cathedral, an excellent way to cap off what had been said on the two previous days. This last day allowed time for questions from the students.

The students reported to their own classrooms on Thursday for a question-answer-and discussion session, and on Friday a test was administered to all students over the whole unit.

At a departmental meeting a short while after our unit, we were asked to tell the entire English staff of our system about the project. One of

the questions asked was, "Why do you present a unit of literature by talking about music, art, architecture, and sculpture?" A synthesis of the response from the tenth-grade teachers might be this: We feel more and more that literature must be seen and understood as an art form. Therefore, the more exposure a student is given to other art forms, the deeper his appreciation of literature will be. Also, the more visual a concept can be made, the more likely a student is to gain a lasting understanding.

Another question asked was, "What advantages do you feel this presentation had over that of each teacher making the entire presentation himself in his own classroom?" We have found that when we work as a group, each teacher can spend adequate time doing what he does best and likes best, rather than spreading himself thinly over the whole unit. For example, my job for the past three years in the unit has been to prepare the test. From the time we start until the test day, I can spend my planning time concentrating just on the test. I listen to the presentation with the test uppermost in my mind. As a result, we have a much better test.

Each year I have asked the teachers, following the test, to mark questions which they feel need work--questions which are too hard, too easy, too general, or too confusing to answer or to grade. I have time to consider these comments as well as to prepare the new test.

I might also add that when we work together, we can have some variety

in our jobs. For the Julius Caesar unit, instead of working on the test, I worked on the lecture. Another advantage is that by pooling our criticisms and analysis of the unit, we make more improvement for the following year than if we were working alone. The students like the procedure because it gives them a change of pace and atmosphere. Beginning teachers can profit from the strengths and experience of older teachers.

Team teaching can be a very rewarding and satisfying experience if the group is one which can and will work together. Team teaching does not mean that each teacher has less to do, or time off for a few days. Our students are assigned seats in the Little Theater, and we go with them each period and stay with them, supervising note-taking and answering questions. Each individual teacher has to be willing to meet deadlines and to take constructive criticism, and the students have to see that the teachers are of one mind on the material presented.

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